

**Texas Education Agency  
Standard Application System (SAS)**

**2014-2016 Technology Lending Program Grant**

<b>Program authority:</b>	General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; TEC, Chapter 31, Section 31.021(f) and Chapter 32	<b>FOR TEA USE ONLY</b> <small>Write NOGA ID here</small>
<b>Grant period:</b>	October 1, 2014, to August 31, 2016	
<b>Application deadline:</b>	5:00 p.m. Central Time, May 13, 2014	
<b>Submittal information:</b>	<p>Four complete copies of the application, three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address:</p> <p style="text-align: center;">Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494</p>	<p>Place date stamp here.</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">             Received Texas Education Agency 2014 MAY 12 PM 1:19 Document Control Center Grants Administration           </p>
<b>Contact information:</b>	Kathy Ferguson: techlending@tea.state.tx.us; (512) 463-9400	

**Schedule #1—General Information**

**Part 1: Applicant Information**

Organization name COOPER ISD	County-District # 060-902	Campus name/# COOPER JR HIGH AND ELEMENTARY	Amendment #
Vendor ID #	ESC Region # 8	US Congressional District # 04	DUNS # 007151756
Mailing address 350 W MCKINNEY		City COOPER	State ZIP Code TX 75432-

**Primary Contact**

First name RICHARD	M.I.	Last name ROAN	Title PRINCIPAL
Telephone # 903-395-2111	Email address rroan@cooperisd.net		FAX # 903-395-2382

**Secondary Contact**

First name CHARLES	M.I.	Last name RUTLEDGE	Title TECHNOLOGY DIRECTOR
Telephone # 903-395-2111	Email address crutledge@cooperisd.net		FAX # 903-395-2117

**Part 2: Certification and Incorporation**

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

**Authorized Official:**

First name DENICIA	M.I.	Last name HOHENBERGER	Title SUPERINTENDENT
Telephone # 903-395-2111	Email address dhohenberger@cooperisd.net		FAX # 903-395-2117
Signature (blue ink preferred)		Date signed	

 5/7/14

Only the legally responsible party may sign this application.

701-14-107-079

**Schedule #1—General Information (cont.)**

County-district number or vendor ID 060-902

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	X	<input type="checkbox"/>
9	Supplies and Materials (6300)	X	<input type="checkbox"/>
10	Other Operating Costs (6400)	<input type="checkbox"/>	<input type="checkbox"/>
11	Capital Outlay (6600/15XX)	<input type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID:

Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

X	Acceptance and Compliance
X	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
X	I certify my acceptance of and compliance with the program guidelines for this grant.
X	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
X	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 060-902

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**

X I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device.
4.	The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home.
5.	The applicant understands that equipment purchased with Technology Lending Program Grant funds is the property of the district or charter school.
6.	The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es).
7.	The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation.
8.	The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment.
9.	The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills.
10.	The applicant assures that it has an approved 2013-2014 district technology plan on file with TEA. The applicant understands that if an approved 2013-2014 district technology plan is not on file with TEA at the time the application is submitted to TEA on the application due date, the application is not eligible to be funded.
11.	The applicant assures that it is at Developing or higher Level of Progress in Teaching and Learning and in Educator Preparation in their Texas Campus School Technology and Readiness (STaR Chart) report for the 2012-2013 school year.
11.	The applicant assures that technology lending and use of electronic instructional materials are incorporated into school district or open-enrollment charter school's technology plan.
12.	The applicant assures that appropriate professional development has already been provided for teachers in the use of digital content or that appropriate professional development will be provided within the first three months of the grant period (i.e., October 1, 2014-December 31, 2014) to be prepared for the grant implementation.
13.	The applicant assures that a minimum of 50% of the funds awarded will be spent within the first four months of the grant period (i.e., October 1, 2014-February 1, 2015), and that 100% of the funds will be expended no later than the end of the 1 <sup>st</sup> year of the grant period (i.e. August 31, 2015) to ensure full program implementation through August 31, 2016.
14.	The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data.

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By TEA staff person:

**Schedule #4—Request for Amendment**

County-district number or vendor ID: 060-902

Amendment # (for amendments only):

**Part 1: Submitting an Amendment**

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

**Part 2: When an Amendment Is Required**

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendments section of the Division of Grants Administration Grant Management Resources page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

**Part 3: Revised Budget**

#	Schedule #	Class/ Object Code	A	B	C	D
			Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600/ 15XX	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost ( %):		\$	\$	\$	\$
8.	Total costs:		\$ n/a	\$	\$	\$ n/a

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**Schedule #4—Request for Amendment (cont.)**

County-district number or vendor ID: 060-902

Amendment # (for amendments only):

**Part 4: Amendment Justification**

Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 060-902

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Click and type here to enter response.

Cooper Independent School District is a 2A low wealth rural district in NE Texas with an overall economically disadvantaged student rate of 64%. What our district lacks in monetary wealth is made up for in our staff's commitment and passion for our students. This commitment includes meeting each student's need by providing the necessary educational and social skills to maximize and attain personal and professional goals.

Cooper Junior High is a Title I campus for Grades 6-8. As a campus with 62% of its students classified as economically disadvantaged, there is a substantial need for technology with internet access. Through our annual needs assessment, the stakeholders, utilized relevant data to determine items and processes that need to be addressed. Our most recent needs assessment displayed a need for 1:1 technology for the Jr. High campus in order to increase and raise writing skills to a Level II recommended status and Level III advanced status on state assessments. A survey was also taken to determine the availability of internet access at home. Sadly, it was determined that 35% of our Jr. High students lack internet access at home. This makes it impossible for them to complete many assignments or research at home.

Cooper Elementary is a Title I campus for grades Head Start-5<sup>th</sup>. This campus is made up of students who are 71.6% economically disadvantaged. The most recent needs assessment revealed a need for intervention for those students who have been determined to be at-risk in writing skills. A 1:1 technology program would be a valuable tool in reaching these student's goal of increasing writing skills to a Level II recommended status and Level III advanced status on state assessments.

The technology that is currently available to our students is exhausted on a daily basis. There are two mobile labs available for check out from the library. They are shared between the Junior and Senior High campuses with top priority given to high school core areas. There is a computer lab available for both campuses, but are often booked for testing purposes. Our elementary campus has a minimal amount of I-pods for those students requiring intervention, I-pads for ESL students and a mobile computer lab used on a rotation basis by each grade level. Technology funds from our local budget are received and utilized to the fullest in an attempt to meet the needs of our students. Over the past years, we have had the ability to equip most classrooms with data projectors, Elmos and whiteboards. IMA funds are now expended to maintain student stations, annual software renewal fees and additional licenses, firewall protection etc. Our IMA funds have also been crucial in meeting technology needs in areas such as science labs, learning labs and foreign language classrooms.

With the addition of these devices, in conjunction with our unsurpassable staff, our students will be fully engaged in their lessons. Our teachers provide, solid rigorous and engaging lessons, and the requested items indicated in this grant will take us to further heights. Our staff, Superintendent and Board of Trustees work together to provide for our students and to meet their needs in every way possible. These devices would open the world up for our students so that they could see possibilities for their future in science, medicine, technology, human services and endless opportunities. Without these devices that becomes more difficult for us to effectively change the culture in which our students live.

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**Schedule #5—Program Executive Summary (cont.)**

County-district number or vendor ID: 060-902

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

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By TEA staff person:

**Schedule #6—Program Budget Summary**

County-district number or vendor ID: 060-902		Amendment # (for amendments only):			
Program authority: General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; Texas Education Code, Chapter 31, Section 31.021(f) and Chapter 32					
Grant period: October 1, 2014, to August 31, 2016			Fund code: 410		
<b>Budget Summary</b>					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #8	Professional and Contracted Services (6200)	6200	\$12055.00	\$	\$12055.00
Schedule #9	Supplies and Materials (6300)	6300	\$87945.00	\$	\$87945.00
Schedule #10	Other Operating Costs (6400)	6400	\$	\$	\$
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	\$	\$	\$
Total direct costs:			\$	\$	\$
Percentage% indirect costs (see note):			N/A	\$	N/A
Grand total of budgeted costs (add all entries in each column):			\$100000.00	\$	\$100000.00
<b>Administrative Cost Calculation</b>					
Enter the total grant amount requested:					\$
Percentage limit on administrative costs established for the program (15%):					× .15
Multiply and round down to the nearest whole dollar. Enter the result.					\$
This is the maximum amount allowable for administrative costs, including indirect costs:					\$

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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**Schedule #8—Professional and Contracted Services (6200)**

County-district number or vendor ID: 060-902

Amendment # (for amendments only):

**NOTE:** Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	\$
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	\$
62XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be completed by ESC only when ESC is the applicant. Check all that apply: <input type="checkbox"/> Salaries/benefits <input type="checkbox"/> Other: <input type="checkbox"/> Networking (LAN) <input type="checkbox"/> Other: <input type="checkbox"/> Computer/office equipment lease <input type="checkbox"/> Other: <input type="checkbox"/> Building use <input type="checkbox"/> Other: <input type="checkbox"/> Copier/duplication services <input type="checkbox"/> Other: <input type="checkbox"/> Telephone <input type="checkbox"/> Other: <input type="checkbox"/> Administrative <input type="checkbox"/> Other:	\$
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$

**Professional Services, Contracted Services, or Subgrants Less Than \$10,000**

#	Description of Service and Purpose	Check If Subgrant	Grant Amount Budgeted
1	Jet Packs to provide residential internet access for students	<input type="checkbox"/>	\$12055.00
2		<input type="checkbox"/>	\$
3		<input type="checkbox"/>	\$
4		<input type="checkbox"/>	\$
5		<input type="checkbox"/>	\$
6		<input type="checkbox"/>	\$
7		<input type="checkbox"/>	\$
8		<input type="checkbox"/>	\$
9		<input type="checkbox"/>	\$
10		<input type="checkbox"/>	\$
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:			\$12055.00

**Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000**

Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
Describe topic/purpose/service:		
<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Grant Amount Budgeted</b>
1	Contractor's payroll costs      # of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services	\$
	Contractor's supplies and materials	\$
	Contractor's other operating costs	\$
	Contractor's capital outlay (allowable for subgrants only)	\$

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**Schedule #8—Professional and Contracted Services (6200)**

County-District Number or Vendor ID: 060-902

Amendment number (for amendments only):

**Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)**

Specify topic/purpose/service:

☐ Yes, this is a subgrant

Describe topic/purpose/service:

2

**Contractor's Cost Breakdown of Service to Be Provided****Grant Amount  
Budgeted**

Contractor's payroll costs # of positions:

\$

Contractor's subgrants, subcontracts, subcontracted services

\$

Contractor's supplies and materials

\$

Contractor's other operating costs

\$

Contractor's capital outlay (allowable for subgrants only)

\$

Total budget:

\$

3

Specify topic/purpose/service:

☐ Yes, this is a subgrant

Describe topic/purpose/service:

**Contractor's Cost Breakdown of Service to Be Provided****Grant Amount  
Budgeted**

Contractor's payroll costs # of positions:

\$

Contractor's subgrants, subcontracts, subcontracted services

\$

Contractor's supplies and materials

\$

Contractor's other operating costs

\$

Contractor's capital outlay (allowable for subgrants only)

\$

Total budget:

\$

4

Specify topic/purpose/service:

☐ Yes, this is a subgrant

Describe topic/purpose/service:

**Contractor's Cost Breakdown of Service to Be Provided****Grant Amount  
Budgeted**

Contractor's payroll costs # of positions:

\$

Contractor's subgrants, subcontracts, subcontracted services

\$

Contractor's supplies and materials

\$

Contractor's other operating costs

\$

Contractor's capital outlay (allowable for subgrants only)

\$

Total budget:

\$

5

Specify topic/purpose/service:

☐ Yes, this is a subgrant

Describe topic/purpose/service:

**Contractor's Cost Breakdown of Service to Be Provided****Grant Amount  
Budgeted**

Contractor's payroll costs # of positions:

\$

Contractor's subgrants, subcontracts, subcontracted services

\$

Contractor's supplies and materials

\$

Contractor's other operating costs

\$

Contractor's capital outlay (allowable for subgrants only)

\$

Total budget:

\$

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**Schedule #8—Professional and Contracted Services (6200)**

County-District Number or Vendor ID: 060-902

Amendment number (for amendments only):

**Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)**

Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
Describe topic/purpose/service:			
6	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Grant Amount Budgeted</b>
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
	Total budget:		\$
Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
Describe topic/purpose/service:			
7	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Grant Amount Budgeted</b>
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
	Total budget:		\$
Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
Describe topic/purpose/service:			
8	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Grant Amount Budgeted</b>
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
	Total budget:		\$
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$	
a. Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:		\$	
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:		\$	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$	
d. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		\$	
(Sum of lines a, b, c, and d) Grand total		\$	

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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<b>Schedule #9—Supplies and Materials (6300)</b>							
County-District Number or Vendor ID: 060-902			Amendment number (for amendments only):				
<b>Expense Item Description</b>							
63XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be completed by ESC only when ESC is the applicant. Check all that apply:					<b>Grant Amount Budgeted</b>	
	<input type="checkbox"/> Print shop fees	<input type="checkbox"/> Technology-related supplies			\$		
	<input type="checkbox"/> Postage	<input type="checkbox"/> Other:					
	<input type="checkbox"/> Copy paper	<input type="checkbox"/> Other:					
<b>Technology Hardware—Not Capitalized</b>							
6399	#	Type	Purpose	Quantity	Unit Cost	<b>Grant Amount Budgeted</b>	
	1	netbooks	STUDENT LENDING TECHNOLOGY	205	429.00	\$87945.00	
	2				\$		
	3				\$		
	4				\$		
	5				\$		
6399	Technology software—Not capitalized					\$	
6399	Supplies and materials associated with advisory council or committee					\$	
Subtotal supplies and materials requiring specific approval:					\$		
Remaining 6300—Supplies and materials that do not require specific approval:					\$		
<b>Grand total:</b>					<b>\$87945.00</b>		

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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<b>Schedule #10—Other Operating Costs (6400)</b>			
County-District Number or Vendor ID: 060-902		Amendment number (for amendments only):	
Expense Item Description			Grant Amount Budgeted
64XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be used by ESC when ESC is the applicant. Check all that apply:		\$
	<input type="checkbox"/> ESC-owned vehicle usage	<input type="checkbox"/> Other:	
	<input type="checkbox"/> Insurance	<input type="checkbox"/> Other:	
6411	Out-of-state travel for employees (includes registration fees)		\$
	Specify purpose:		
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.		\$
	Specify purpose:		
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)		\$
	Specify purpose:		
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations		\$
	Specify purpose:		
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees		\$
	Specify purpose:		
6429	Actual losses that could have been covered by permissible insurance		\$
6490	Indemnification compensation for loss or damage		\$
6490	Advisory council/committee travel or other expenses		\$
6499	Membership dues in civic or community organizations (not allowable for university applicants)		\$
	Specify name and purpose of organization:		
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)		\$
	Specify purpose:		
Subtotal other operating costs requiring specific approval:			\$
Remaining 6400—Other operating costs that do not require specific approval:			\$
<b>Grand total:</b>			<b>\$</b>

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See [TEA Guidelines Related to Specific Costs](#) for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

#### For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #11—Capital Outlay (6600/15XX)**

County-District Number or Vendor ID: 060-902

Amendment number (for amendments only):

**15XX is only for use by charter schools sponsored by a nonprofit organization.**

#	Description/Purpose	Quantity	Unit Cost	Grant Amount Budgeted
<b>6669/15XX—Library Books and Media (capitalized and controlled by library)</b>				
1		N/A	N/A	\$
<b>66XX/15XX—Technology hardware, capitalized</b>				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
<b>66XX/15XX—Technology software, capitalized</b>				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
<b>66XX/15XX—Equipment, furniture, or vehicles</b>				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
<b>66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life</b>				
29				\$
<b>Grand total:</b>				\$

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

**For TEA Use Only**

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By TEA staff person:

**Schedule #12—Demographics and Participants to Be Served with Grant Funds**

County-district number or vendor ID: 060-902

Amendment # (for amendments only):

**Part 1: Student Demographics.** Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

**Total enrollment:**

Category	Number	Percentage	Category	Percentage
African American	24	N/A	Attendance rate	96.3%
Hispanic	18	N/A	Annual dropout rate (Gr 9-12)	0.8%
White	161	N/A	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	N/A
Asian	2	N/A	TAKS commended 2011 performance, all tests (sum of all grades tested)	N/A
Economically disadvantaged	127	62%	Students taking the ACT and/or SAT	N/A
Limited English proficient (LEP)	1	.004%	Average SAT score (number value, not a percentage)	N/A
Disciplinary placements	4	0.19%	Average ACT score (number value, not a percentage)	N/A

**Comments**

**Part 2: Students to Be Served with Grant Funds.** Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public				5	5	3	8	69	64	51					205
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
<b>TOTAL:</b>				5	5	3	8	69	64	51					205

**For TEA Use Only**

Changes on this page have been confirmed with:

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By TEA staff person:

**Schedule #13—Needs Assessment**

County-district number or vendor ID: 060-902

Amendment # (for amendments only):

**Part 1: Process Description.** A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Cooper Jr. High School is a Title I campus for grades 6-8. As a campus with 62% of its students classified as economically disadvantaged, there is a substantial need for technology with internet access.

Our high school campus currently has two classroom sets of IPADS available. One purchased with grant money for low performing math scores. The second purchased with after school grant funds. There are two mobile lab units available for check out from the library. They are shared between high school and junior high campuses with high school receiving top priority for core subject areas. There is a computer lab available for high school and junior high classes to use but are booked by high school classes for testing purposes throughout each school year. Our elementary campus has iPods for those students requiring intervention, IPADS for ESL students, a computer lab used on a rotation by each grade level, and a mobile IPAD unit purchased with after school program funds. Although our junior high campus has technology elective courses offered, our students are not required to take the course and struggle to have technology needs met when sharing technology with the high school campus.

The campus needs assessment that Cooper ISD implements every year helps our school district continue to strive for student success. Committees, composed of school stakeholders, use relevant data to determine items and processes that need to be addressed. Our most recent needs assessment displayed a need for 1:1 technology for Jr. High campus students, in order to increase and raise writing skills to a level II recommended status and III advanced status on state assessments.

Cooper Jr. High students have the following computer/internet connectivity at home:

Grade Level	Students Without Internet Computers/Internet Access	Total Enrollment	Percentage Without Computers/Internet Access
6	20	39	51%
7	16	50	32%
8	15	56	27%
Total	51	145	35%

With over a one-third of the current Jr. High enrollment failing to have residential technology capabilities, the Technology Lending Program is vital to student success both now for instructional purposes and in the future for high school, college and career purposes.

#### 7<sup>th</sup> Grade Writing STAAR Average Scores – Spring 2013

Minimum Score	Level II Phase in Standard	Level II Satisfactory/Recommended Status	Level III Advanced Standard
56%	77%	38%	9%

The Technology Lending Grant will provide the 1:1 technology tools needed to take the Jr. High students writing skills from a level II phase in to a level II recommended and level III advanced status. Cooper Jr. High staff members will utilize these technology resources to increase performance in all subject areas.

**For TEA Use Only**

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By TEA staff person:

**Schedule #13—Needs Assessment (cont.)**

County-district number or vendor ID: 060-902

Amendment # (for amendments only):

**Part 2: Alignment with Grant Goals and Objectives.** List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	<p>Have technology readily available for ALL junior high students.</p> <p>Have technology available for at risk elementary students on a shared basis.</p>	<ul style="list-style-type: none"> <li>• All students in grades 6-8 have 1:1 technology access in 2014-2016 school years.</li> <li>• Introduce a lending program to elementary at risk students to enhance core area studies and in turn increase test scores.</li> </ul>
2.	Increase writing scores on STAAR test from Level II phase in to Level II recommended and Level III advanced.	<ul style="list-style-type: none"> <li>• Engage students through technology</li> <li>• Utilize supplemental subject area applications and programs provided through textbooks and online programs.</li> <li>• Interactive software lessons</li> <li>• Language Live software</li> </ul>
3.	Decrease mathematics gaps projected with upcoming TEKS changes and move math STAAR scores from high percentages on Level II phase in (currently 81%) to higher percentages on Level II (currently 47%) recommended.	<ul style="list-style-type: none"> <li>• Online tutorials and extra practice</li> <li>• Measuring Up Live software</li> <li>• V-Math software</li> <li>• Recorded lectures, notes and podcasts</li> <li>• Digital textbooks and software</li> <li>• Interactive Lessons</li> </ul>
4.	Provide technology/internet outside of school for ALL student success.	<ul style="list-style-type: none"> <li>• Homework help</li> <li>• Online tutorials</li> <li>• Re-watch recorded lessons</li> <li>• Residential internet to economically disadvantaged students</li> </ul>
5.	Close social status technology gaps.	<ul style="list-style-type: none"> <li>• Technology device in all students hands</li> <li>• Provide all students with internet access</li> <li>• Keep all students up to date with always changing technology</li> </ul>

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By TEA staff person:

**Schedule #14—Management Plan**

County-district number or vendor ID: 060-902

Amendment # (for amendments only):

**Part 1: Staff Qualifications.** List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Junior High Principal	Bachelor's Degree in Telecommunications; Master's in Education Administration; Twenty one years experience in education with lifetime certificate in English Language Arts. Over see program and assist teachers and students in implementation of program
2.	Technology Director	Twenty years experience in field of school related technology services; experience in all phases of program implementation, technical support, and management of materials.
3.	Kodi Wright 8 <sup>th</sup> Grade Math	Kodi Wright has 10 years of experience as an educator in Jr. High, grades 6 & 8. She holds a Bachelor's of Science Degree in Interdisciplinary Studies and a Master's Degree in Education Administration. She will assist in overseeing the grant and implementation for teachers and students.
4.	Elem. Principal	Twenty five plus years working in education as a teacher and administrator. Over sees campus and all of its programs She holds her Doctorate degree in Education.
5.	Katie Bassham 7 <sup>th</sup> Grade Math	Katie Bassham has seven years of experience as a Jr. High educator. She holds a Bachelor's of Science Degree in Interdisciplinary Studies and a Master's of Education Degree specializing in Teacher Leadership. She will assist in overseeing the grant and implementation for teachers and students.

**Part 2: Milestones and Timeline.** Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Provide all students in grades 6-8 and At Risk elementary writing students with 1:1 technology access in 2014-2016.	1. Purchase 205 netbooks with keyboards	08/01/2014	10/1/2014
		2. Implementation of lending program	08/01/2014	06/05/2014
		3. Training provided for students for care of products	08/27/2014	9/10/2014
		4. Provide teachers with knowledge for use of products	08/15/2014	08/20/2014
		5. Training provided for students on use of programs	08/01/2014	06/05/2014
2.	Improve the number of students meeting higher standards on standardized tests	1. Administer 6-weeks benchmarks	09/01/2014	06/05/2014
		2. Administer fall and spring benchmarks	09/01/2014	06/05/2014
		3. Create project based assessments	08/26/2014	06/05/2014
		4. Review STAAR results	09/01/2014	06/05/2014
		5. Create online achievement goals for each student in subject area programs	09/01/2014	06/05/2014
3.	Increase student individual class averages	1. Monitor daily work grades	09/01/2014	06/05/2014
		2. Monitor homework completion	09/01/2014	06/05/2014
		3. Create engaging interactive lessons	09/01/2014	06/05/2014
		4. Administer periodic quizzes to check for student understanding		
		5. Create and oversee strategies for student organization on the netbooks		
4.	Provide residential internet access for students in grade 6-8 and At Risk elementary writing students.	1. Lease 4G LTE Jet Packs	09/01/2014	06/05/2014
		2. Create a check-out system for jet packs	09/01/2014	06/05/2014
		3. Monitor condition at check-in/check-out	09/01/2014	06/05/2014
		4. Note student need for check-out in relation to homework assignments/tutoring needs	09/01/2014	06/05/2014
		5. Train students on how to connect WIFI to netbooks	09/01/2014	06/05/2014

**For TEA Use Only**

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By TEA staff person:

**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 060-902

Amendment # (for amendments only):

**Part 3: Feedback and Continuous Improvement.** Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Monitoring the attainment of goals and objectives in an ongoing mindset and process that Cooper ISD employs. It begins in the Spring Semester when test scores analysis and campus needs assessments are conducted and completed. During the summer months the primary work is done on the campus plans by stakeholders that takes into account the analysis and assessments. Teachers, in conjunction with administrators, find professional development opportunities that will help address the needs that have been designated. When the Fall Semester begins, along with in-service for employees, discussions and meetings are held to determine the best ways to continue to work toward the attainment of goals and objectives.

Throughout the year teachers provide benchmark opportunities for students for the continued analysis of product data. Faculty meetings and Professional Learning Community meetings are held to continue to see if measures taken are being effective. If certain measures don't seem to be working in the fashion that is adequate, then steps are taken to change the path, format, or process to adjust to a different way. Cooper ISD always looks to use to their benefit the technology they have, and to find creative ways of providing instruction for student goal attainment. However, Cooper ISD would greatly benefit from this technology lending program so that students would continue to be able to reach new academic heights. Cooper ISD is currently 62% Economically Disadvantaged in the junior high (72% in our elementary), while our county is very property tax poor. Our students need financial assistance for their education that this lending program can provide. We have students on the Jr. High and Elementary campuses that can benefit from this program in their core areas.

**Part 4: Sustainability and Commitment.** Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Cooper Jr. High does not currently have an existing lending, or 1:1 program, however the Jr. High students have limited access to two mobile lab units, available for check-out.

Upon notification that the grant is being awarded, the district plans to invest in an increase of bandwidth to meet the increasing student technology needs including those met by these grant funds. The district finance manager will oversee proper usage of grant funds and adhere to all GASB principles and TEA's Financial Accountability System Resource Guide. The grant team will monitor the effectiveness and proper use of the program by providing ongoing professional development, classroom walk-through observations, and documented use of netbooks in each core subject to be reviewed by the grant team. Residential access will be monitored through the technology lending grant team and by monitoring online internet usage. We assure that the grant team is dedicated to the success of the lending program.

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**Schedule #15—Project Evaluation**

County-district number or vendor ID: 060 902

Amendment # (for amendments only):

**Part 1: Evaluation Design.** List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Failure rate/Passing rate	1.	Percentage of student who check out devices- low income families
		2.	Access of lower socio-economic students; special needs programs
		3.	Number and names of courses using materials
2.	Benchmarking/testing analysis	1.	Access of lower socio-economic students; special needs programs
		2.	Percentage of student who check out devices- low income families
		3.	Number and names of courses using materials
3.	Percentage of work completed	1.	Percentage of student who check out devices- low income families
		2.	Access of lower socio-economic students; special needs programs
		3.	Number and names of courses using materials
4.	Use of devices in all areas	1.	Percentage of student who check out devices- low income families
		2.	Access of lower socio-economic students; special needs programs
		3.	Online courses
5.	Utilization of devices by teachers and staff in lessons	1.	Percentage of student who check out devices- low income families
		2.	Titles of digital materials used within courses
		3.	Number and percentage of teachers participating and utilizing

**Part 2: Data Collection and Problem Correction.** Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

This program allows for many data driven avenues in which to measure the success of all of our students, including those to be considered at-risk. We hope with the procurement of this grant to provide an electronic device to approximately 205 students to start. Those students include the Junior High students and a portion of the at-risk elementary population. The check-out/inventory process would account for students who move in, or out, of the district to ensure the safety and care of the device. As part of this lending program, and our campus plans, students in the lower socio-economic areas will be a major focus. We currently have a percentage of 71% elementary, 62% junior high, and 49% in high school that fit that category. These devices will be invaluable to their academic success. Also, the connectivity and increase bandwidth we would develop will help many in our community.

Our teachers use their available technology to its' potential, but with these devices our teachers will be able to provide more data such as work completed, work product quality, student engagement, passing rates, attendance rates to measure their student's success and progress. Our teachers will be able to provide pod casts in order to provide tutoring for students while they are at home, or have been out with illness. All of these things can be measured, and used to help provide guidance for our youth.

Our technology director will be able to measure use, digital software used, and the expected use from each of our teachers. All teachers will be able to utilize these devices with their students in any courses. Their impact, however, is immeasurable for our students.

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By TEA staff person:

**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 060-902

Amendment # (for amendments only):

**Statutory Requirement 1:** Applicant must describe how it will use funds to implement or enhance a technology lending program to loan students the equipment necessary to access and use electronic instructional materials. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

We currently have technology programs instilled on our three campuses. We would use these funds to help purchase tablets for our students in junior high classrooms; students at risk on our elementary campus, and to provide internet connectivity for those tablets. Our plan is that these grant funds would serve in laying the ground work for a district wide technology lending program. Our school district is a property tax poor district and these funds will be used to help our impoverished students understand the world outside of our community, while allowing them access to research and learning programs that will help them to reach higher than they would have believed.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 060-902

Amendment # (for amendments only):

**Statutory Requirement 2:** if the applicant has already purchased, or is also purchasing, lending equipment through other funding sources such as the Instructional Materials Allotment, the applicant must describe how equipment from all funding sources will be used in a cohesive manner to support efforts to ensure students have dedicated access to a technology device. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

.At this time, the district has not purchased any lending equipment. We are a small rural district and all funds currently received are utilized to the fullest to meet the needs of our students. Technology funds from our local budget are expended each year to maintain student stations, annual software renewal fees and firewall protection. Over the past few years, we have been able to equip most classrooms with data projectors, Elmos and whiteboards. IMA funds are utilized for to meet technology needs in areas such as science labs, learning labs etc. Our staff, Superintendent and Board of Trustees work together to provide those technology items that will benefit each individual student to the fullest. Our hope is that the receipt of this grant will lay the ground work for our desire to provide a 1:1 lending program district wide.

**For TEA Use Only**

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By TEA staff person:

**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 060 902

Amendment # (for amendments only):

**TEA Program Requirement 1:** Applicant must describe how the lending program aligns with existing mission and goals of the public school district or open-enrollment charter school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The mission statement for our school district says, "Our mission is to graduate all students with the necessary educational and social skills to maximize and attain personal and professional goals." It goes without saying that the lending program will help immensely with helping our more poverty stricken student population fulfill our mission statement.

Our campus plans are full of goals and strategies that align with this lending program. Goal 2 of our campus plan fits perfectly because it addresses teacher communication, professional development, Professional Learning Communities, and shared decision making. This is the area that also addresses data driven materials, analysis of data, and decisions on how to address areas of need.

From the beginning of Goal 3 of our campus plan student product, instruction, and student success is addressed. Everything from lesson planning, special needs intervention opportunities, and exploration of technology- based instructional materials are brought to focus. The focus of needed intervention with at-risk and/or low socio-economic students could be helped greatly with this grant. Rigorous lesson plans will help our students reach for unexpected goals with these devices. These devices would also help with cross curricular instruction as teachers across the curriculum could organize lessons and projects easier with these devices. Helping students in resource reading and math classes would be more efficient as well. Peer mentoring, after school tutorials would work more smoothly with this type of electronic device access. Finally, Goal 4 of our campus plan would align because of the technology infrastructure that is addressed in that area.

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By TEA staff person:

**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 060 902

Amendment # (for amendments only):

**TEA Program Requirement 2:** Applicant must describe how it will prioritize campuses with the highest need for a technology lending program. Applicant must also describe how it will ensure access to lending equipment and residential access to the Internet among students who have the greatest need. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

While the focus will be on Cooper Junior High, and its 62% lower socio economic population, the elementary at-risk students will also have access. We hope to lend devices to each of these students in desperate need of assistance in the core subject areas to ensure that they reach their academic potential. Our goal is to have the junior high students to become fully engaged and invested into their education. The funds from this grant will give student's access to their possibilities. Without these funds, many of these students will be at a disadvantage in an ever changing world. To make sure students have internet access outside of the school we plan to utilize these funds to provide netbooks and 4G LTE Jet Packs available for student check out.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 060 902

Amendment # (for amendments only):

**TEA Program Requirement 3:** Applicant must describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Our campus plans are full of goals and strategies that align with this lending program. Goal 2 of our campus plan fits perfectly because it addresses teacher communication, professional development, Professional Learning Communities, and shared decision making. This is the area that also addresses data driven materials, analysis of data, and decisions on how to address areas of need.

From the beginning of Goal 3 of our campus plan student product, instruction, and student success is addressed. Everything from lesson planning, special needs intervention opportunities, and exploration of technology-based instructional materials are brought to focus. The focus of needed intervention with special needs and/or low socio-economic students could be helped greatly with this grant. Rigorous lesson plans will help our college bound students reach for unexpected professional goals with these devices. These devices would also help with cross curricular instruction as teachers across the curriculum could organize lessons and projects easier with these devices. Helping students in resource reading and math classes would be more efficient as well. Peer mentoring, after school tutorials would work more smoothly with this type of electronic device access.

With the addition of these devices, in conjunction with our great staff, our students will be fully engaged in their lessons. Our teachers provide, solid, rigorous, and engaging lessons, and these devices will take us to further heights. Teachers would be able to take their curriculum and provide internet based practice, access digital formats of textbooks and workbooks for engagement, and help students be more organized with their notes and student products. In a world where the political climate causes changes in geography a student would be able to be more up to date in real world issues and changes. The ability for our students to access web based science information will allow our students to know up to date medical advances, as well as the latest scientific discoveries. These devices would open the world up for our students so that they could see that they have possibilities for their future. Without these devices that becomes harder for us to effectively change the culture in which our students live.

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By TEA staff person:

**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 060 902

Amendment # (for amendments only):

**TEA Program Requirement 4:** Applicant must describe how it is using electronic instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Our teachers use the technology available to them in various, strategic, and effective ways on a daily basis. In Math our teacher use Elmo's and whiteboards to integrate technology into their lessons daily. Whether it is simply taking notes, using a web based program, cell phone answering systems, electronic clickers, etc. our Math teachers do a great job of integrating technology into their lessons. In English teachers use online books and stories to teach reading skills, as well as web based English grammar skills. Our Science departments uses many online science lab videos and information from websites to enrich and engage the students. History teachers use our available technology to do research on historical events and people to further engage students beyond textbook material.

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By TEA staff person:

**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 060 902

Amendment # (for amendments only):

**TEA Program Requirement 5:** Applicant must describe professional development for teachers in the use of electronic instructional material that has already occurred or will occur within the first three months of the grant period (i.e., October 1, 2014-December 31, 2014) to be prepared for the grant implementation. Note: Any professional development that is provided within the grant period must be provided with non-grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

As our school district has embraced the use of technology in the classrooms, we have provided professional development training on the equipment we have. Teachers have become quite adept at using what is available to them and wish to be able to integrate more into their daily lessons and projects. That training has included training on Elmo's, whiteboard, and access to Internet programs. In regards to this grant, if we are able to lend devices to students, then teachers will be fully trained during the first week of in-service (late August). They will also be able to provide assistance and training to students on proper use and care. Therefore, not only will teachers be provided training for the use in the classrooms, they will also be able to train the students as well. Teachers will be able to provide lessons with more rigor, get more student product turned in, and be able to better analyze student performance that we could not do without the benefit of this grant.

**TEA Program Requirement 6:** Applicant must describe how infrastructure is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Our technology director, and the district's technology plan, includes a need to increase bandwidth within the school district so that students have better access. This cost is being included in the district's 14-15 budget. For these devices specifically we plan to provide 4G LTE Jet Packs. We have completed an analysis of the need to see how many of those packs are vital to the program. Our school is, and will continue to be, ready for this type of program to see that it reaches its potential for its students.

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By TEA staff person:

**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 060 902

Amendment # (for amendments only):

**TEA Program Requirement 7:** Applicant must describe a plan for providing Internet access to the homes of students as needed. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Cooper ISD has completed a study and survey of areas with the greatest need for WIFI capabilities and plan to include the use of 4G LTE Jet Packs to insure student access.

**TEA Program Requirement 8:** Applicant must describe how technical support is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Cooper ISD employs the use of an electronic technology system that allows its users the ability to alert the technology personnel of a need. That need could be a repair, a connectivity issue, password issue and more. All loaned devices will be password protected. We plan to insure all devices, increase bandwidth on our campuses and provide connectivity when students are not in school. To be able to do all of that we must receive this grant, as we could not possibly afford such a program without the funds of this grant.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 060 902

Amendment # (for amendments only):

**TEA Program Requirement 9:** Applicant must describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will be in charge of the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Before the school district could lend equipment to students certain organizational steps must be taken. First will be to provide training and professional development to the teachers, students, and parents. Secondly, parents and students must sign the agreement to ensure the responsible care and maintenance of the device. Then, inventory must be taken, which will be the responsibility of administration including campus principals and technology director. Measures will be taken to protect student work with passwords/ID numbers. Devices will then be assigned to individual students, as well as special needs programs across the campuses.

Once devices have been loaned to the students, and students are adequately trained on its use and care, the inventory will reflect the correct devices and with the correct students and teachers. There will then be periodic, at least once a six weeks, to inventory the devices and to check their working condition.

Cooper ISD employs an electronic ticket system for needed maintenance and care. That information will be documented, along with any repairs that have been made. Students will have access to ticket system and tech support in order to main sure equipment will be maintained. All of this will be organized and maintained by the administration, technology director, and designated personnel.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 060 902

Amendment # (for amendments only):

**TEA Program Requirement 10:** Applicant must describe how it will account for the technology lending equipment according to local policy, including providing insurance if appropriate. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Local policy requires that students understand and respect the parent approved technology available to them. Students and parents must sign a technology use policy provided to them and teachers oversee the appropriate use. Our school district cannot afford lending devices, but the technology we have are well taken care of by technology director for the district, teachers, and students. Insurance will be provided for these devices. All devices will have asset labels affixed and will be inventoried.

**TEA Program Requirement 11:** Applicants must describe the development and implementation of a *Technology Lending Agreement* to be signed by parents or guardians of the students and by the student. The agreement must address responsible use and care of the equipment, responsible use of the district's digital resources, and responsible use of the Internet. The agreement may incorporate an existing *Responsible Use Policy* by reference. The Technology Lending Agreement must verify that students receiving Internet access at home have a demonstrated grade level mastery of the Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills (TEKS). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Cooper ISD will hold student and parent meetings to discuss all elements of the requirements. Parents and students would understand the importance of maintenance and care for the devices, school district policy on responsible use of technology equipment, Internet, and our school's present and future digital resources that would be available. Included in that agreement students will have to master the Digital Citizenship strand of the TEKS. Once the district has completed the parent/student meetings the requisite signatures will be completed. Cooper ISD will provide training for students and parents in the responsible use of the devices.

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